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ABSTRACT

This review of the literature describes several studies of the status of journalism internship programs as they address the following issues: requiring internship programs for graduation, awarding academic credit for such programs, paying student participants for their contributions to newspapers, involving journalism faculty in internship projects or delegating supervision to newspapers, and developing standardized guidelines for such programs. Results of surveys undertaken from 1943 to the present by the Association for Education in Journalism, the American Society of Newspaper Editors, the American Newspaper Publishers Association, Women in Communications, the American Society of Journalism School Administrators, and other professional organizations are presented, along with several sets of recommendations for internship programs. (AEA)

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NEWSPAPER INTERNSHIPS IN EDUCATION FOR JOURNALISM:

THE HISTORICAL PERSPECTIVE

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For more than a generation, now, newspaper executives and professors of journalism have been engaged in an exciting adventure designed to provide tomorrow's newspaper staffers experience, while completing their studies, in the "real world" of mass communications.

Suhh experience in masscomm's "real world," outside the classroom, is provided by newspaper internships.

Ranging from Portland, Maine, to San Diego. and Honolulu, and from Miami to Bellingham, Washington, this country's hundreds of newspaper internships for college students are becoming more and more coveted experiences in education for journalism, with increasing competition for such opportunities being mentioned by news executives responding to continuing studies of the phenomenon.

Over the years, the subject of internships for journalism students has inspired considerable commentary, in the literature, and some research. Problems explored, and therefore reflected in the literature, include the following: newspaper internships for faculty[1], the reaction of participants in a pioneer program[2], a special seminar for interns of the previous summer[3], impressions upon professional journalists in the field[4], full-time internships lasting an entire semester[5], special problems in an urban area[6], the benefit of contracts[7], problems inherent in such contracts[8], selective admission to programs[9], guidelines for operation[10], the attitudes of school administrators[11], and requiring internship for graduation[12].

In the spring of 1979, at least one student in mass communications was doing a thesis on internships in the media[13], with some of the questions probing satisfaction in the program, as conducted, contemplated changes, program's usefulness to students, and how well existing communications curriculum prepares students for productive experience as interns[14].

Building internship bridges between newspapers and departments or schools of journalism has many advantages, most journalism faculty and students agree. The exchange of information facilitated by newspaper internship programs is of mutual benefit to both professors of journalism and their professional allies in the field. Through requirements of internship programs--through the interns, themselves--journalism professors are better able to monitor conditions and developments in the "real" world outside, and newspaper executives are able to comprehend the realities of education for journalism and its peculiar challenges and problems.

There is little dispute, therefore, about the benefits of newspaper internship programs. Students of journalism can learn much, it's generally agreed, from first-hand observation of professional practice and appropriate participation in it; and it makes sense to acknowledge that knowledge and learning through proper academic credit.

The general consensus in favor of journalism internship has produced, however, no standard approach or "rules" of the game. Journalism education's accreditation process sets forth no standards, and the ways in which schools and departments of journalism around the country have gone about conducting internship programs differ widely.

The chief differences relate, it appears, to these questions:

Should some internship experience be required, for graduation?

Should academic credit be given? If so, what amount?

Should students be paid, always, as interns?

Should there be minimum standards of journalism faculty involvement in internship projects, or is it appropriate for schools to delegate supervision to the newspapers?

The latter question, especially, stirs some heated debate from time to time, because it pricks, so painfully, at such a sensitive spot in education for journalism's relationship to the "working press."

While conceding that internship supervision can differ in quality, from newspaper to newspaper, Professor David B. Whittaker of Western Kentucky University believes that "it is pompous nonsense to argue that newspaper editors... are not qualified to teach people how to write or edit. If they are good editors, chances are they are good teachers....

"Today's editors are not itinerant, uneducated printers," Whittaker points out. "Most have bachelor's degrees, and more than a few have masters. I know several editors I would like very much to hire to teach full-time, but they can't afford to take such a whopping pay cut.

"On the other hand," Whittaker observes, "I know a lot of faculty members who have little or no professional experience, and I think they are the ones whose credentials are suspect, if they are teaching newswriting, reporting, editing or other so-called 'skills courses.'

"In my judgment," Whittaker says, "it is not a question of whether or not the newspaper editor is 'qualified' to teach the intern, but rather a question of whether he will take the time."[15]

Concerned over such matters, and the general dearth of standardization in internship programs around the country, members of the Association for Education in Journalism last summer adopted a resolution calling for a special study of the matter.[16]

Taking into consideration the need for flexibility, in conducting such programs from school to school and newspaper to newspaper, AEJ's committee responsible for implementing the resolution was instructed to develop general guidelines in respect to compensation, supervision, and accreditation.

In its charge, the AEJ committee was instructed to work with appropriate professional affiliates of the association and the American Council on Education for Journalism, journalism education's accrediting agency.

Although the AEJ resolution pointed out that financial compensation is "just one of several important questions concerning internships for which guidelines are lacking," the association's action was partly in response to an appeal from the American Newspaper Guild.[17] For many years, Guild members have objected, it appears, to unilateral arrangements under which schools of journalism have approached newspaper managements and arranged internship programs.[18]

Pointing out that journalism schools almost never come to the Guild for its cooperation in setting up an internship program, Charles A. Perlik, Jr., president of the Guild, described the problem in this manner:

> Instead, they go exclusively to the publisher and set up a program, paid or unpaid, without our being consulted at all. The first we learn of it, if we have a Guild contract at the paper, is when the publisher confronts us with an intern whom he has attached to the staff at either no salary or at one below the prevailing starting minimum. Our dispute, then, becomes one with the publisher, although it certainly might be avoided if the journalism school cooperated with us in developing an internship program that would be beneficial and fair to both the student and to other employees, present and potential.
>
> Let me emphasize: We have no objection to internships, whether or not unpaid, in which the student does not produce copy for publication. There have been internships of this sort on several Guild newspapers without problem. Neither do we have any problem with internships in which copy is produced for publication as long as the student is paid the prevailing starting minimum and no regular employees are displaced.
>
> Within this framework, we are fully prepared to cooperate with journalism schools and departments in establishing internships. Some journalism schools follow essentially this policy. Too many still do not.[19]

Although the Guild is not opposed to journalism internship programs as such, it insists that such programs be conducted "within the confines of nobody giving any work away." If some student goes into a newspaper organization and does what amounts to the work of a beginning reporter, James Cesnik, a spokesman for the Guild observed recently, "then he or she should be paid that rate." Pointing out that the Guild appreciates the benefits of journalism student internships, Cesnik explained that the Guild is nevertheless opposed to "giveaways."

Seeking support for its position among journalism professors, the Guild prepared a proposed resolution on the matter for consideration by AEJ members attending AEJ's 1978 convention. Carefully worded to articulate the Guild's reasons for opposing internships paying less than a scale meeting guild standards, the suggested resolution's rationale read:

> An increasing number of journalism schools are sending their students into newspaper newsrooms for both on-the-job training and internships as reporters. That development is a salutory one in itself; there is no better way to learn than by doing, and there are few students who would not benefit from an opportunity to absorb how a newspaper operates and to become a part of that mechanism.
>
> Not so salutory, however, is an unnecessary corollary of that program that has accompanied it in all too many cases: the employment of such students to produce published copy without compensation.
>
> There is no excuse for such exploitation. Learning is learning and work is work. Historically, in all fields, those who work while learning get paid--not at levels as high as journeymen but at appropriate levels in recognition of their contribution to the business's profits. Student journalism apprentices should be no different. To the extent that they write for publication, they should be compensated at rates no lower than those paid reporters starting without either experience or, in many cases, training.[20]

Following the preceding rationale, the Guild's proposed resolution asked all schools represented by AEJ members to "require payment in accordance with the above-stated principle by all newspapers to which they send their students for training or internships."

In a cover letter sent to journalism educators from whom support of the requested resolution was solicited, David J. Eisen, director of research and information for the Guild, made these observations:

> The Guild has become increasingly disturbed by the practice of assigning students to work without compensation on daily newspapers, both as interns and as part of their course work. We recognize that the practice has existed for some time, but it now seems to be spreading rapidly in journalism schools and has appeared in at least one community college.

> We feel it is a practice equitable neither to the student nor to the starting newspaper employee, who inevitably will find it more difficult to get a job if it continues to spread.[21]

At the time the Guild expressed its concern, a "roundtable" survey exploring the matter and related ones was being conducted among the heads of schools and departments of journalism themselves to determine the educational establishment's attitudes toward internship problems.[22]

That survey, conducted by a committee of the American Society of Journalism School Administrators, asked several rather pointed questions--the term "exploitation" was used in one--and uncovered extensive concern over internship programs around the country.[23]

The Guild's concern over interns obviously was not the sole reason for AEJ's study. The dearth of standardization and absence of generally-accepted guidelines have plagued internship efforts for many years, and acquired greater and greater visibility as such programs have proliferated recently.

In the past few years, several attempts have been made to obtain more detailed information about internships around the country, and perhaps organize the available information into a description of existing programs and exploration of their problems that can serve as a body of knowledge most helpful to both professors of journalism and newspaper executives engaged in organizing or conducting internships and promoting their quality.

Involved in such efforts--in addition to ASJSA--have been the cooperative education committee of the American Newspaper Publishers Association Foundation and AEJ, the teaching standards committee of AEJ's newspaper division, Women in Communications, Inc., the Newspaper Fund, the Intern Research Group based at Colorado University, and individuals around the country.

For many years, beginning with annual reports of the education for journalism committee of the American Society of Newspaper Editors shortly after World War II, the establishment and sporadic growth of internship programs has been noted periodically.

Although there were frequent references in professional literature to the need for a "practical familiarity with newspapers" and associated ideas previous to the period of World War II, the term internship did not appear.

From a 1933 analysis of journalistic curricula and courses around the country, Mason reported no content that appeared to reflect field experience on newspapers[24], and a 1937 survey among schools and departments of journalism failed to disclose a single course identifiable as internship.[25]

Some of the newspeople instrumental in the development of internship programs over the years, have been members of the American Society of Newspaper Editors, which has been deeply involved in education for journalism and education for it since shortly after the society's creation in 1923.[26]

One of the original professional affiliates represented on the membership of the American Council on Education for Journalism, ASNE had an active committee on "schools of journalism" as early as 1933[27], and conducted a "National Survey of Four-Year Colleges and Universities Offering Courses in Journalism" in 1941.[28]

The report of that survey deplored the shortage of laboratory newspaper facilities, generally, around the country, but contained no mention of newspaper internships as a method for providing live reporting and/or editing experience.

With this nation's involvement in World War II and its resultant pressure on U.S. manpower--including the depletion of newspaper staff--a national conference on professional education for journalism adopted a resolution suggesting that "one or two-year undergraduate programs might be established to speed needed replacement." Students in those programs could be 'placed in newspaper positions," the resolution suggested, and "considered on newspaper internships." Such interns, it was suggested, were expected to complete their regular academic degree programs eventually, after the way.[29]

The report of that proposal, at ASNE's convention of 1943, introduced its members to the concept and language of internship, and the idea of newspaper

newspaper internships began to be implemented shortly after the way, as returning veterans of the nation's military services entered colleges and universities throughout the country and gave such a great impetus to the development of today's journalism schools.

A pioneer in the field of newspaper internships was the department of journalism at Michigan State University, where such internships were established even before the United States entered World War II and which were required for graduation for many years.[30]

In a 1950 study of the program, Alan Scott and Vernon B. Bowen described Michigan State as "one of the few departments or schools of journalism to offer academic credit and to supervise practical work in the field."[31]

Inaugurated in 1940 by Professor A. A. Applegate, head of the department of journalism at Michigan State, that program had, by the time of the Scott-Bowen study, "been in operation for a sufficient length of time to enable publishers, educators and students to form definite opinions as to its value."[32]

In two questionnaire surveys, one of Michigan newspaper publishers and the other of students involved in the program, Scott and Bowen received generally favorable responses.[33]

In their reaction to Scott-Bowen survey, respondents appeared to agree that MSU's program benefited both the newspaper, and student "internes" (sic).[34]

Also, the program was seen to have special value as a means of informing people about education for journalism.[35]

"The students apparently made a good impression on the publishers," Scott and Bowen concluded. "This is probably the most important factor in the successful continuation of the internship program. The program is proving an excellent method of impressing the people of the state with the value of journalism training.[36]

From its description by Scott and Bowen, the Michigan State program of that period can be seen to have developed a pattern that became quite common around the country. Except for its having been required for graduation, the MSU summer internship of many years ago is similar to most of today's.

"The students spend six weeks--usually between their junior and senior years--working on a job approved by the head of the journalism department," Scott and Bowen explained. Before being given an internship, they explained, "students are required to have completed their basic requirements in journalism techniques... In addition, the student's advisor must recommend him for a summer internship." Further details, which read much like the description of one of today's typical programs, were given in the following observations in the MSU report:

> When a student has obtained an acceptable position, he is more or less on his own for the duration of the internship. At the completion of his employment, the student must report on his summer activities...outlining in detail the work done during the internship. His employer writes a report estimating the student's ability for the instructor in charge of the summer course. The progress which the employer feels the student has made during the summer is indicated in this report. On the basis of these two reports the instructor decides whether or not the student receives...credits and a grade for the internship...Payment for the student's work has been left largely to the discretion of the employer...[37]

In a 1966 study of "Trends in the Development of News-Editorial Curriculums," Warren K. Agee found that "internship programs continue to flower."[38] Some of those programs were designed, Agee explained, "to take up slack in practical experience on campus publications for which credit has been reduced or eliminated entirely."[39]

In 1971, AEJ created an ad hoc committee on internships, charged with studying the nature and development of such programs.[40]

In the resultant study, the committee focused its attention on "the all-important specialeducational work-study awards offered nationally" by (1) the Magazine Publishers Association and American Society of Magazine Editors, (2) The Newspaper Fund, (3) the American Newspaper Publishers Association, (4) AEJ and New York University, and (5) Columbia University's school of journalism.[41]

Because the internship programs conducted by individual corporations--in cooperation, usually, with schools of journalism--turned out to be too numerous and diverse for good description, their details were not included in the report

compiled by G. Norman Van Tubergen, vice-chairman of the committee. However, Van Tubergen made several observations concerning such programs.

"A major goal of these programs," he observed, "is clearly to preview possible future employees, beyond providing students with summer work experience..."[42]

"These programs vary from company to company," Van Turbergen pointed out, "depending upon available funds and perceived corporate need. Most pay regular salaries, some provide other financial benefits, some include organized training seminars..."[43]

From its study, the committee concluded that "an internship appears to make a big contribution to the professional journalism training of those fortunate enough to receive one. It would seem that, since the improvement of professional education of journalists is a primary purpose of AEJ, the Association should give more organized, serious consideration to the future role of internships. This review of existing programs should indicate several areas that might be of immediate concern.

"One thing is clear...," the committee pointed out, "the concept of an internship is operationalized in as many different ways as there are programs. AEJ should consider forming a committee, preferably one involving industry representatives, to develop guidelines for future programs."

Such a committee, Van Turbergen remarked, should consider questions like these:

1. Should an internship program include a training session beyond mere orientation? If so, how much time should be devoted to it, what materials should be covered, and by whom should it be taught?
2. Should internships be centralized for a program, or spread across the country?

3. Should academic course credit be given internship experience, or special training sessions, and should schools require internship for graduation?
4. Is the summer following junior year the best timing for coordination of internship with a student's formal study; or might internship during the regular academic year be fruitful?
5. Should additional benefits like scholarships, be given interns?
6. Within a particular internship program, what is the desirable blend of academic and field professional participation?[44]

In forming guidelines, Van Turbergen remarked, the proposed committee "would do well to examine the existing programs in a more rigorous way for comparative success--and also for a communality of difficulties. For example, it was observed that administrators of nearly every program reviewed had experience problems with industry practitioners who refused to (or were unable to) work seriously with an intern and provide the intern with a significant work challenge."[45]

If internships are important, "it would seem," Van Turbergen remarked, "that the AEJ has an obligation to work actively in promoting the expansion of existing programs and the development of new programs..."[46]

"Clearly," Van Turbengen observed in 1972, "the supply of internships is woefully low..."[47]

Therefore, Van Turbergen recommended that AEJ encourage the creation of additional programs, and act as a "sort of coordinating body."[48]

Summarizing the results of its study, AEJ's 1971-72 committee observed that "AEJ and its members, committed as they are to top quality education for professional journalism, should seriously face these implications and consider what they can do to provide structure and vigorous, positive support for this

unique learning tool--a learning tool that this review has found to be enthusiastically received by students, educators and media alike.[49]

Within a few years after Van Turbergen's report, AEJ and the American Newspaper Publishers Association formed a joint committee on journalism education. One of the activities undertaken by that committee, early, was the encouragement of more newspaper internships, and the improvement of existing programs. Under the leadership of Eugene Dorsey and Henry Schulte, the committee created a sub-committee to conduct special studies on internship, and in 1977, that committee decided to create newspaper internship supervision manuals for both newspaper managements and schools of journalism. Both manuals are scheduled for completion for prospective publication, in 1979.[50]

By virtue of the newspaper internship and training program sub-committee's enterprise, the subject continued to be an agenda item for spring and fall meetings of the AEJ/ANPA Foundation committee the remainder of 1977 and in both 1978 and 1979.[51]

By 1973, so many newspapers had internship programs that a 9-page section on "The Intern" was included in a manual for news executives published by ANPA's foundation.[52]

At one session of a 1973 conference on "Education for Newspaper Journalists in the Seventies and Beyond," sponsored by the Southern Newspaper Publishers Association Foundation, stress was placed on intern programs "as an important way to give training and practical experience."[53]

Illustrating the recognition being given internships, by newspaper associations, an application for tax-exempt status for the Inland Daily Press Association stated that (1) in carrying out its educational purposes, the organization planned four categories of activity, with one of the categories being "intern programs."[54]

Concerned over what appeared in 1973 to be a decline in newspaper internship activity, as a result of the economic recession of that time, members of

the education for journalism committee of the Associated Press Managing Editors sponsored a discussion of internships at the association's 1974 convention.[55] Internships have been discussed frequently, at subsequent meetings of the association, and in its member communications network.[56]

By 1974, internship programs had become so much a part of the established system, at some schools, that an article on one school's adventure, published in Journalism Educator, provoked the following reaction from another.

> Every once in awhile some journalism educator 'discovers' the concept of internship, tries it out, then, wildly enthusiastic, writes a story about the success achieved by a dozen or more students who prove out on the job.
>
> Usually when I see such an article I quietly wonder just where this educator has been all of these years...[57]

By 1974, so many newspapers offered internship programs, and such programs offered such attractive opportunities, that a group of graduate students at the University of Colorado decided to compile a national directory. After doing some research on newspaper internships for his master's thesis, Ron Claxton conducted a survey among daily newspapers and converted the findings into a 1975 directory. A revised issue of the directory was published in 1976, and subsequent editions every year since, except for 1978.[58] The most recent Intern Research Group directory, which listed all kinds of organizations offering internships, includes both daily and weekly newspaper organizations--individual and/or groups. It did not list organizations that worked directly with a university or college journalism department, making those internships open only to students of those schools. Kinds of newspaper internships listed included the following: reporting, editing copy, photography, circulation, composing, advertising, "copycarrying," library, lifestyle, classified, production, general office, general editorial, accounting, news assistant, and "business."[59]

In 1974, Women in Communications, Inc., a national organization formerly known as Theta Sigma Phi, appointed an ad hoc committee to collect and compile

available information on internships--including, of course, those on newspapers--and to make recommendations concerning ways in which WICI's nationwide membership of more than 7,000 women and men could assist such programs.

As a part of its study, WICI's ad hoc committee examined, closely, eight more or less representative programs conducted by a mix of schools and professional organizations. Involving DePauw University, Kansas City's professional chapter of WICI, Northwestern University's Medill school of journalism, Pepperdine University, the San Diego professional chapter of WICI, the St. Petersburg Times, Tele-prompter Cable Television, and the University of Tulsa, WICI's study revealed the following facts, concerning these areas of concern:

A. Field--the range...varied with each program participant.

B. Selection Process--the selection of interns for all programs generally followed a pattern. Students were first screened by the intern coordinator or school advisor; the final selection was left up to the employer.

C. Requirements--Prerequisites differed....Generally, students had to be juniors or seniors in the school or department... an enthusiastic approach to the field was a definite requirement.

D. Responsibilities--Participants...were given an opportunity to experience a number of facets...On newspapers, interns were rotated...

E. Length of Program--Most...were less than three years old.

F. Remuneration--(mixed, in matters of both financial compensation and academic credit).[60]

From its study, WICI's committee identified five "problem areas." They involved appropriate academic credit to be awarded for internship, the determination of hours to be spent in the field, unequal opportunities of placement, the need for "a strong stand on remuneration," and the "lack of continuity and support needed to keep a program going."[61] On the basis of such findings, WICI's committee recommended that the organization do the following things:

1. Support internships instead of scholarships to assist students seeking communications careers.
2. Support full-time, full-credit semester-long internships.
3. Prepare and internship guideline manual demonstrating a variety of approaches to internships and advising how to set up such a program.
4. Support remuneration for interns as a means of maintaining high standards of professionalism.
5. Publicize our efforts through our own and other publications...[62]

To implement the recommendation concerning a manual for conducting internship programs, WICI created a National Internship Task Force and also made the need for more resources to foster internship programs a part of its "Advancement Fund" appeal.[63]

In a 1975 survey, conducted by Joe Milner, the American Society of Journalism School Administrators identified internship programs at 54 schools throughout the country.[64]

Newspaper organizations involved in the programs were not identified except incidentally, but arrangements for the internships were described in considerable detail, by various schools. One of the details of most interest, at that time, was academic credit for such internships, which ranged from 1 to 12 hours. Similarly wide discrepancies were found in other aspects of such programs.

In a 1975 examination of four "outstanding" schools--Northwestern University's Medill, the University of Minnesota, Stanford University, and the University of Illinois--considered of major importance to the development of professional education for journalism in this country, William R. Lindley identified media support as one of four attributes common to such outstanding programs, and cited internships as one of the areas in which media support can be a critical factor in achieving success.[65]

In a 1976 exploration of problems and issues in education for journalism, Upper Midwest region educators and professionals in the field agreed that internships and related experiences should receive more emphasis. In a series of recommendations concerning "Interns and Professional Experience," those attending the conference urged that a "task force" be created to implement the following proposals:

1. Expand the number of intern programs open to all students and seek new financial sources for internships.
2. Compile a directory of internship opportunities.
3. Prepare sets of model internship program guidelines, with input from both schools and the media.
4. Explore alternative forms of newsroom experience, including (a) more free-lance work, (b) student observers in the newsroom, (c) "buddy system" assignment of each student to a specific in-the-field professional, (d) special internships for students representing minorities, (e) student news teams, and (f) faculty experience in newsrooms on a continuing, regular basis, with more visiting journalists in classrooms.[66]

The growth of newspaper internships was discussed at a national "summit" meeting of professional organizations in journalism that have education committees or programs--in the spring of 1977, at the Newspaper Center in Reston, Virginia--and again at each of two similar meetings that followed, in 1978 and 1979.[67]

In a 1977 review of changes in news-editorial curricula at schools of journalism throughout the country, Warren K. Agee found that the expansion of courses featuring internships was second only to newswriting/reporting. Emphasis on the development of internships increased, Agee found, at 44 schools, while only a single school reported diminished activity.[68]

Many newspapers and schools conducting internship programs were identified in an exploratory ANPA/AEJ committee project carried out with assistance from the ANPA Foundation and National Newspaper Personnel Association, in the spring of 1977.[69]

The project disclosed, also, several additional newspapers and schools considering the establishment of internship programs.

Asked if they were considering the establishment of internship programs, or would be interested in learning more about such programs and their benefits, 65 per cent of those responding to the ANPA/AEJ committee inquiry answered yes.

In another ANPA/AEJ inquiry, conducted among training program directors of daily newspapers around the country, more than 60 per cent reported that their organizations sponsored internships for college students. Another ANPA/AEJ committee inquiry, among members of ANPA, found more than 80 per cent of the newspapers reporting internships of some kind.

Some newspapers reporting no on-going program of internships for journalism students said that those papers employed students (journalism and/or non-journalism) summers temporarily and/or parttime, but did not consider such relationships an internship program.

In their internship programs, most newspapers reported working with several different schools of journalism--and not necessarily even schools of journalism--at a number of colleges and universities in the paper's area.

Such lists are never comprehensive, obviously, because at some schools of journalism numerous students make internship arrangements of their own, frequently, with newspaper organizations that do not have structured or formal programs. In some programs of that type, the intern is not even a journalism major.

Often a school is not even aware of the newspaper-student arrangement; but at the other end of the scale are situations in which certain schools of journalism require some kind of internship for graduation.

Under one type of arrangement or another, about half of all students graduating from schools of journalism now have had some kind of internship-like experience, the Newspaper Fund estimates.

A 1978 survey among journalism school administrators, on the subject of academic credit for internships, elicited the greatest response recorded by ASJSA's "Roundtable" series of member surveys. Fifty-five departments and/or schools of journalism were represented in responses to the survey, Number 80 in the series, and the report of that survey set a record in length--120 pages.[70]

Reflecting the recent growth of internship programs, almost one-third of the schools reporting such programs (all except 3 of 55 respondents) had established those programs in the past five years.

Internships had become such an important part of the educational pattern at some schools, it was found, that 10 required an internship for graduation.

Although not requiring internship for graduation, in 1978, practically all the other schools were giving academic credit ranging from 1 to 12 hours for such experience. Through participation in internships, journalism students were obtaining experience in one or more of these newspaper tasks: reporting, editing of copy, paste-up and production, photography, sports score-recording, "copy kid" activity, advertising, circulation, "feature writing," and assisting in research or the library.

In another 1978 survey, conducted among members of the newspaper division of AEJ, Professor Caroline I. Ackerman of Northeastern University's department of journalism, chairperson of the teaching standards committee of AEJ's newspaper division, obtained responses representing 55 schools.[71]

Not responding to the Ackerman survey, unfortunately, were several of the largest and most prestigious schools of journalism in the country. One of those missing from the data, incidentally, was Northwestern University, whose "Teaching Newspaper" program represented the internship mentioned most often by newspaper executives responding to the ANPA/AEJ committee inquiry.

In the Ackerman survey, twenty-nine per cent of the responding schools reported 3 to 10 interns; another 29 per cent 11 to 30; 20 per cent 31 to 85; and 11 per cent 100 or more interns.

Although a few schools reported that students were expected to find internships on their own, and some others said internship arrangement is handled exclusively by the school, the majority said that the responsibility is shared.

All the respondents reported internships on small daily newspapers. Next in frequency were internships on weekly newspapers, metropolitan daily, in newspaper groups operations, and with wire services.

In most schools (65%), interns received both pay and credit. The reported internship pay varied from $50/week on rural weekly newspapers to $295/week for a "copy kid" on New York Times. No academic credit for internships was being given at 15% of schools. In those cases, the internships were paid, and sometimes designed as parttime jobs in "cooperative education" programs in which students worked their way through college--such programs often take five years--at occupations related to their major field of study. At 20% of the schools responding, interns received no pay, but academic credit. Several schools granted no credit unless student completed a follow-up seminar in which internship experiences were shared in oral and written reports.

Enrollment for academic credit for internship experience was handled under course designations that varied widely. Common designations, other than simply Journalism Internship, included: Projects in Professional Experience; Journalism Practicum; Professional Seminar; Writing Projects; Advanced Journalism Problems; Special Topics in Journalism; Cooperative Education.

Although some schools had no restrictions at all, and others permitted participation by freshmen and sophomores, most schools required junior status for internship. Some schools restricted participation to their better students, it was found in the Ackerman survey, but most had no requirements beyond good standing academically.

Twenty-four per cent of the responding schools required internship for graduation.

As a part of her survey, Ackerman compiled an "honor roll" of news organizations cited by AEJ members as providing extraordinary assistance in the development and improvement of internship programs.

The most common method of evaluation, Ackerman found, was a formal report on the intern's performance, after its completion by his or her supervisor at the newspaper itself. Other techniques included periodic in-progress reports by the interns themselves, "debriefing" sessions for the intern, visits by academic advisor to job location, telephone checks by academic advisor to on-job supervisor or intern himself or herself, and formal report from intern at conclusion of experience.

From her survey, Ackerman observed that the absence of common practice and uniform standards creates serious problems in the following areas:

1. Student eligibility.
2. Wisdom of requiring internships.
3. Credit.
4. Pay.
5. Pattern of experience.
6. Supervisor responsibility.
7. Suitability of tasks performed.
8. College commitment to obtain internships and monitor them.
9. Evaluation of intern performance.
10. Adjusting system to "economic necessity."[72]

Despite the problems, however, newspaper executives and journalism professors readily agree--in principle, at least--that in-the-field experience benefits students of journalism immensely.

"The internship is an integral part of our educational process in preparing a student for a professional career," one educator observed.[73] "It awakens him to the reality of professional practice and involves him in a helpful way--making associations, e.g. that may lead to permanent employment."

The benefit of journalism internship experience is felt so deeply, at times, that a Canadian committee created to create a school of journalism and communications at the University of Regina recommended that, as a requirement for a degree, all students successfully complete four months of supervised internship, or "work-study," in the field. Those recommendations meant, it was explained, that a student would need almost five years to complete the degree, consisting of two years of liberal arts, two years of professional concentration, and eight months of supervised internship.[74]

While conducting several national internship programs of its own, in cooperation with newspapers and schools of journalism around the country, the Newspaper Fund assists in promoting individual student-school-newspaper internships.[75]

The Society of Professional Journalists/Sigma Delta Chi, Women in Communication, Inc. (nee Theta Sigma Phi), and other professional organizations have been active many years in such efforts.

In a journalism careers guidebooklet entitled Your Future in Daily Newspapers, ANPA's Foundation included a discussion of "Making the Summer Count," that featured newspaper internship experience.

Suggesting that internships be a priority as far as foundations making financial grants to schools of journalism are concerned, Professor Roy Fisher, dean of the school of journalism of the University of Missouri, made this observation:

> Newspaper internships are essential to round out the curricula of most schools of journalism. If they are taken seriously by the newspaper, as well as by the school, internships can be a valuable learning process. Perhaps even more importantly, they can be a stimulating experience that will heighten the student's enthusiasm for his chosen profession. Many interns quickly become assets to the newspapers on which they are working. These people should be assigned, supervised and compensated accordingly.[76]

Asked for his opinion, as a member of the cooperation education committee of the ANPA Foundation and AEJ assigned to brain-storm ideas for a 1978 conference

of newspaper foundations, Dean Fisher suggested that only educational programs, research, staff development, and physical plant be given priority over internships.[77]

Since the concept of journalism internship continues to be ill-defined, operationally, and standards for academic credit for it are therefore peculiar to individual institutions, ACEJ's criteria for accreditation do not address themselves to the problem specifically. Although the Council has taken the position that "a qualified school should assume an obligation to maintain a working relationship with the various media in those areas in which it offers educational programs and should cooperate with professional organizations for the maintenance and improvement of standards," ACEJ's explanation of accrediting standards doesn't mention internships as a field for such cooperation.[78]

Given the dearth of standardization apparent, despite the extensive development and continuing growth of internship programs, it appears that a practical approach to the matter is to treat internships like Independent Study, or directed individual studies.

Using such models, a proposal can be prepared, describing--as precisely as possible--the experience expected by an intern, and a sound professional judgment made, by an advisor or appropriate committee of journalism school faculty, concerning the educational benefits to be realized and, therefore, the academic credit that is appropriate.

In summary, it is concluded, the records resulting from such an approach adapt themselves to the kind of analysis required for sound internal evaluation of program and also adequate external assessment by agencies involved in functions like accreditation.

# # # #

NOTES

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3. John De Mott, "Post-Internships Seminar Benefits J-Students," Journalism Educator, Vol. 27, No. 2 (July, 1972), pp. 8-11.

4. Edmund Hasse and Jack Shaheen, "New Internships Erase Skepticism Among Media Pros," Journalism Educator, Vol. 27, No. 3 (October, 1972), pp. 13-15.

5. Charles O. Cole, "Washington State Interns Work Entire Semester Full Time," Journalism Educator, Vol. 29, No. 1 (April, 1974), pp. 13-14.

6. Doreen Cronkite Simpson, "Urban Internships Demonstrate Value in Tight Job Market," Journalism Educator, Vol. 30, No. 2 (July, 1975), pp. 47-49.

7. R. Dale Ware, "Internship Contract Proves Beneficial to All Concerned," Journalism Educator, Vol. 30, No. 4 (January, 1976), pp. 30-31.

8. Wenmouth Williams and Catherine Konsky, "Internship Contracts Present Potential Legal Problems," Journalism Educator, Vol. 31, No. 3 (October, 1976), pp. 50-51.

9. Fred Fedler and M. Timothy O'Keefe, "Screening Process Upgrades Student Internship Program," Journalism Educator, Vol. 32, No. 2 (July, 1977), pp. 43-45.

10. P. Dale Ware, "16-point Checklist Unifies Broadcast Internship Program," Journalism Educator, Vol. 32, No. 3 (October, 1977), pp. 59-61.

11. Hugh P. Cowdin, "More and More Schools Offer Internship Credit," Journalism Educator, Vol. 33, No. 3 (October, 1978), pp. 13-17.

12. Richard Femmel, "Why not Make Internships Mandatory for Everybody?," Journalism Educator, Vol. 33, No. 3 (October, 1978), pp. 17-19.

13. Author's letter of January 9, 1979, to Pamela English, St. Bonaventure University.

14. Questionnaire used by Pamela English, in mail survey.

15. Hugh Cowdin, Academic Credit for Internships, Roundtable #80, American Society of Journalism School Administrators, 1978.

16. For the complete text of the resolution, which is No. 2 adopted by AEJ members attending the 1978 convention, see page 870 of Journalism Quarterly, Vol. 55, No. 4 (Winter, 1978).

17. "Journalism Body to Study Pay for Interns," The Guild Reporter, Sept. 8, 1978, p. 6.

18. See "The Guild and Summer Interns," on pages 8 and 9 of the 1978 report of the journalism education committee, Associated Press Managing Editors Association.

19. Letter of September 28, 1978, to author.

20. Letter of May 2, 1978, to author.

21. "Internship But Not Servitude," suggested AEJ resolution submitted by American Newspaper Guild, April 10, 1978.

22. Cowdin, Academic Credit for Internships.

23. Ibid, p. 73.

24. Edward F. Mason, "What Are Journalistic Curricula Made Of?," Journalism Quarterly, Vol. 10, No. 1 (March, 1933), pp. 14-26.

25. Norval N. Luxon, "Trends in Curricula in American Association of Schools and Departments of Journalism Schools," Journalism Quarterly, Vol. 14, No. 4 (December, 1937), pp. 353-60.

26. For a comprehensive account of ASNE's role, see Norval Neil Luxon, "The Editors and Professors," pp. 103-123 in Read-All-About-It, by Alice Fox Pitts (Easton, Pa.:American Society of Newspaper Editors, 1974).

27. See 1934 issue of Problems in Journalism (proceedings of the annual meetings of the American Society of Newspaper Editors).

28. Problems in Journalism, 1941, pp. 176-81.

29. Problems in Journalism, 1943, p. 46.

30. Scott and Bowen, Journalism Quarterly, June, 1949.

31. Ibid, p. 197.

32. Ibid.

33. Ibid.

34. Ibid, p. 198-99.

35. Ibid.

36. Ibid.

37. Ibid, p. 197.

38. Unpublished paper presented to newspaper division of Association for Education in Journalism, p. 13.

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41. G. Norman Van Tubergen, "Journalism internships: AEJ should spur organizations to establish more programs," Journalism Educator, Vol. 27, No. 3 (October, 1972), p. 11.

42. Ibid, p. 7.

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44. Ibid, p. 8-9.

45. Ibid, p. 9.

46. Ibid.

47. Ibid, p. 10.

48. Ibid, p. 11.

49. Ibid.

50. Unpublished "Progress Report: Newspaper Internship Supervision Manuals Project," submitted to AEJ/ANPA cooperative committee at 1978 convention of AEJ.

51. Agenda and minutes of meetings available from ANPA Foundation, Reston, Virginia.

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53. Proceedings: Education for Newspaper Journalists in the Seventies and Beyond. (Reston, Va:ANPA Foundation, 1973).

54. Fact Sheet distributed to participants in national Conference of Newspaper Foundations, Nov. 5-6, 1978, at Reston, Va.

55. "Intern Programs," pp. 195-97, The APME Redbook 1974. (New York:The Associated Press, 1974).

56. For example, see "Interns--Our Lifeblood," pp. 73-74, The APME Redbook 1977, and Bill Bondurant, "Feedback Key to Internships," APME News, December, 1977, p. 24.

57. Letter to the Editor, by Ralph C. Darrow, "Discovering Internships," Journalism Educator, October, 1974, p. 51.

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60. Susan Piper, "Internship Survey," Women in Communications, Inc., Professional Papers, No. 5 (October, 1974).

61. Ibid, pp. 4-5.

62. Ibid, pp. 5-6.

63. "WICI conducts national survey on internships," Women in Communications, Inc. National Newsletter, Vol. 11, No. 8 (January, 1979), pp. 1, 6.

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65. William R. Lindley, Journalism and Higher Education: the Search for Academic Purpose (Stillwater, OK:Journalistic Services, 1975).

66. The Newsroom and the Classroom (Racine, Wisc:The Johnson Foundation, 1977), pp. vi-vii--a report of the third "Wingspread Conference" sponsored by the School of Journalism and Mass Communication of the University of Wisconsin-Madison, the Department of Mass Communication of the University of Wisconsin-Milwaukee, the Department of Journalism of the University of Wisconsin-Eau Claire, and the Wisconsin Associated Press, in cooperation with the Johnson Foundation, Sept. 26-27, 1976.

67. Agenda and minutes available from ANPA Foundation, which arranged the meetings.

68. "Many Changes in Progress in News-Editorial Curricula," Journalism Educator, October, 1977, pp. 17-30, 49.

69. "A New Look at Journalism Internships and Related Newspaper Training"--unpublished report of sub-committee on internships/training, April 29, 1978.

70. Hugh Cowdin, (ed), Academic Credit for Internships (Roundtable #80 report, American Society of Journalism School Administrators, 1978). Summarized in Hugh P. Cowdin, "More and More Schools Offer Internship Credit," Journalism Educator, October, 1978, pp. 13-16.

71. "Current State of Newspaper Internships"--unpublished report dated October, 1978.

72. Ibid, p. 16.

73. Ibid, p. 12.

74. Jim Osborne, news release dated April, 1978.

75. See Newspaper Internships for College Students (Princeton, NJ:The Newspaper Fund, 1978). The Fund's own internship programs, including plans for a special editing internship program for minorities scheduled to begin in the summer of 1979, are explained in annual reports of the Fund, special announcements, and other materials available from the Fund.

76. "Priorities of Funding for Journalism Education," an undated memorandum to Eugene C. Dorsey and Henry F. Schulte, co-chairmen, AEJ/ANPA Foundation Cooperative Committee, and Members of the Committee, p. 9.

77. Ibid, p. 2.

78. American Council on Education for Journalism, Accredited Journalism Education, 1977-78, p. 7. At last spring's meeting of the AEJ/ANPA Foundation committee meeting, it was reported that ACEJ appears to be moving in the direction of proposing standards for internship programs. Other recent developments include a decision by ASJSA's Studies committee to conduct further research on journalism internships and the creation of a special sub-committee on internships under the national Campus Activities committee of the Society of Professional Journalists/Sigma Delta Chi.